



## **2008 INSTITUTIONAL EFFECTIVENESS REPORT**

### **INTRODUCTION**

This document is the University of South Carolina Beaufort's annual Report on Act 255 of 1992 and Act 629 of 1996. This report is required by the South Carolina Commission on Higher Education and the South Carolina Legislature. It covers the school year 2007 - 2008.

The Office of Institutional Effectiveness and Research at USC Beaufort is responsible for all institutional assessment activities. Through assessment, USC Beaufort improves its programs and services in order to offer the best educational experience possible. Student participation in assessment activities is a university priority. The Institutional Effectiveness Council is responsible for overseeing general education assessment as well as reviewing the academic and administrative units' assessment reports. These documents are maintained in the Office of Institutional Effectiveness and Research for future reference.

The 2008 Institutional Summary report for the University of South Carolina Beaufort addresses:

1. Academic Advisement
2. Majors/Concentrations

Tables demonstrating the success of students transferring from two-year to four-year institutions have been submitted to CHE in June.

### **CENTER FOR ACADEMIC AFFAIRS AND ADVISEMENT**

#### **I. Mission Statement**

The focus of the Center for Academic Affairs and Advising (AAA) is to provide academic support services for the students, faculty, and staff of the University of South Carolina Beaufort (USCB). The purpose is to connect each incoming freshman with a support person who will guide the student in making the transition into higher education and facilitate both academic and social integration at USC Beaufort. Another charge of AAA is to simultaneously support the institution's mission. USC Beaufort, a small (1,000 to 3,000 students/fall headcount enrollment) senior campus of the state's largest public university, brings the University of South Carolina's statewide mission of teaching, research, scholarship, and public service to the rapidly growing Lowcountry of South Carolina.

Academic and social integration are key factors in the establishment of healthy attitudinal and cultural adjustment. To assist with the adjustment, our First-Year Advisors are present to not only work with students' academic schedules, but to also familiarize the students with other available student services. Once the students declare their majors, they will ultimately be assigned an advisor through their program of study. However, it is our hope and goal that students will find the advisement center a place to constantly return to during their career.

The goals of AAA include:

- To provide a physical location for academic advising and related questions
- To create an open-door atmosphere where the student feels comfortable asking questions and sharing information
- To help the student gain an understanding of higher education and the educational goals of USC Beaufort, and reaffirm the decision to pursue higher education
- To provide the student with a clear pathway, from matriculation to graduation
- To provide the student with needed information on academic policies, procedures, requirements, and programs on an evolving campus
- To aid the student in decision making and help the student become an effective, confident decision-maker
- To serve as a resource by connecting the student with relevant academic and social support services and programs

## **II. ADVISEMENT PATHWAYS**

### *Advisement Pathway for First Year Students*

- All first year students will be assigned to a First-Year Advisor once they have attended Orientation and been advised. The division of the students among the First-Year Advisors will be determined by the students' choice of primary campus.
- The student will remain assigned to his/her First-Year Advisor until the student has completed 2 full-time semesters at USCB (24-30 hours completed). At the end of the academic year, if the student has already declared his/her major, then the student will be assigned to an advisor in the major unless a longer stay has been requested by the department chair. All undeclared students will remain assigned to the First-Year Advisor until a major is declared, which will be required by the end of the student's 4<sup>th</sup> full-time semester (48-60 hours completed).
- If a student declares a major before the end of their first year, the student will remain with the First-Year Advising program. The advisors will adhere to the first year track planned by the department chair. If there is no specific first year track, the student will complete General Education requirements.
- Once the student is reassigned to an advisor in the student's chosen program of study, that student's information and a copy of the advisement file will be forwarded to the advisor.

### *Advisement Pathway for Transfer Students*

- Transfer students with 45 hours or less of transfer credit and undeclared transfer students will meet with a First-Year Advisor. The same conditions will apply to the transfer students within the First-Year Advising Program. It will be communicated to the transfer students that their advisor in their major will complete the official evaluation of transfer credit towards the completion of the degree.
- Transfer students with more than 45 hours of transfer credit will be directed to schedule an appointment with a major advisor for an immediate degree evaluation. These transfer students will be advised directly by the major advisor.

#### *Advisement Pathway for Student-Athletes*

- Student-athletes will not be advised any differently from other students. However, they will have a Student-Athlete Academic Advisor that will oversee the student-athletes' academics to make certain they are in compliance with the eligibility rules of the National Association of Intercollegiate Athletics (NAIA).

### **III. History & Evolvment of USCB Advisement**

Prior to October of 2006, academic advising at USCB followed a much different philosophy. General education advising was done by two advisors where it was done as a secondary function from various offices. One advisor was located under the Student Development department and the second advisor was in charge of the Academic Success Center. Once a student completed 30 credit hours he/she was no longer required to see an academic advisor for the remainder of the student's academic career. Each semester, the student would contact the Office of the Registrar to have his/her advising hold lifted and then be able to register for the upcoming term(s).

As part of USCB's mission to improve retention for first-year students, two First-Year Academic Advisors were hired and began working in October of 2006. These advisors are housed in the Office of the Registrar and report directly to the Registrar. One advisor is located on the Beaufort campus and the other is located on the Bluffton campus. The advisors were charged with improving the current advising system by putting into place a more structured advising model; not only for the first-year students, but also the rest of the USCB student population.

Since that time multiple changes have been made to improve advising for students:

- Advisement pathways were created informing students when they would switch from their First-Year Academic Advisor to their new Academic Advisor within their major (see following page).
- Students must now be advised every semester or they cannot have their advising hold lifted.
- The Academic Advisor Handbook was updated and distributed to all USCB advisors.
- An Early Warning Intervention System has been developed and implemented to catch early academic issues so that students could be advised to their options for the course(s).
- Advisor(s) began instructing University 101 (Student in the University) as a way to improve their relationship with their advisees.
- General education and degree requirements, FERPA information, and general university information is provided to parents.
- First-year advisors participate in interdepartmental programming including Open Houses, Orientation, and Commencement.
- First-year advisors serve as members of multiple university committees including Enrollment Management Team, Orientation, TCL-USCB Passport program, Commencement, and search committees.

#### IV. Assessments of USCB Advisement

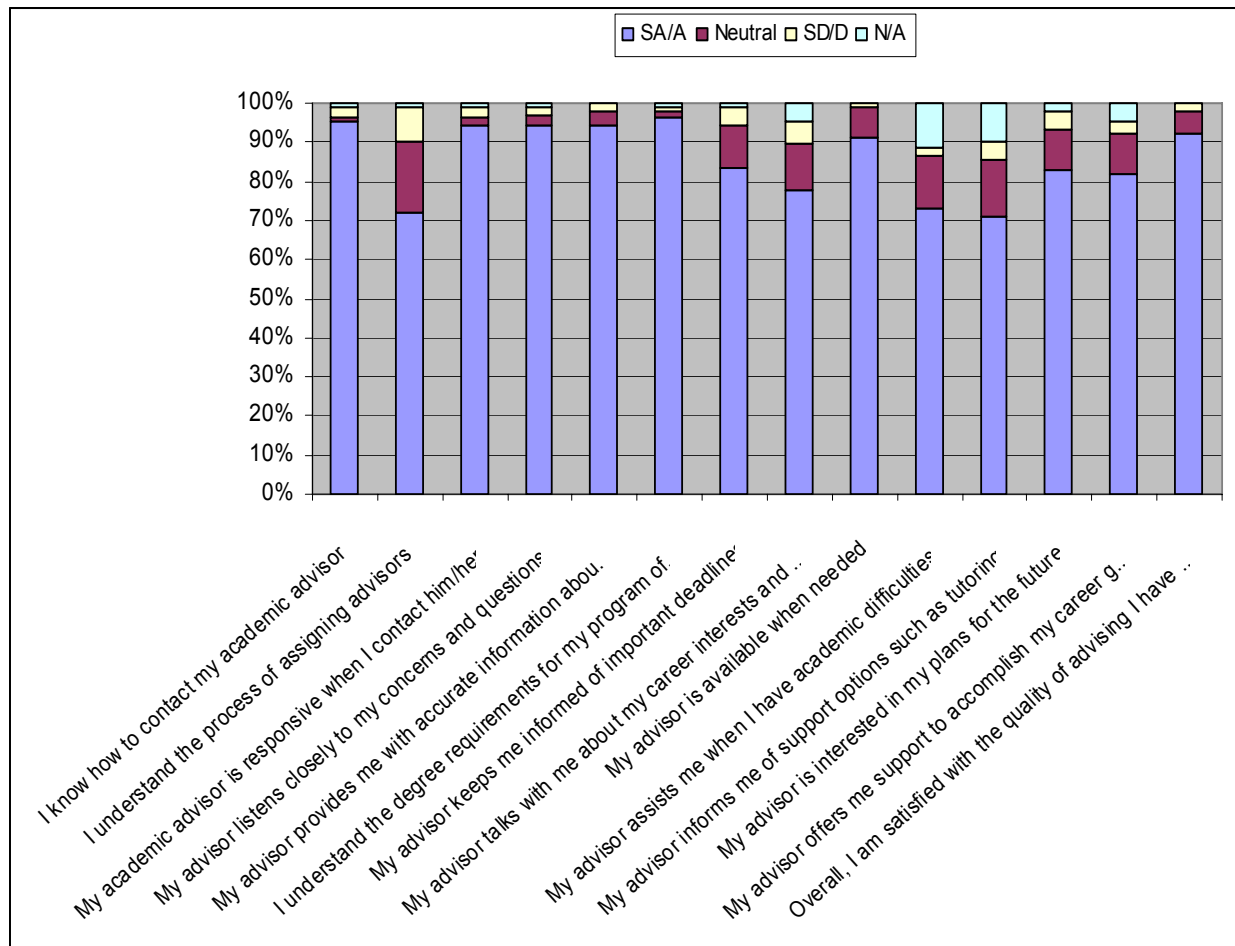
A survey of academic advising was conducted in the spring of 2007. Surveys were given to the students after they completed their advisement session. Students were instructed to return the survey to the Student Development Office or the Registrar's Office, not the advisor. A total of 104 surveys were returned.

On the question regarding the satisfaction with the availability of the academic advisor (including office hours, appointments, and other opportunities for face-to-face interaction as well as via telephone, email, and other means, 95.8% responded satisfied or very satisfied. This is up from 80.3% of respondents on the 2005 advisement survey.

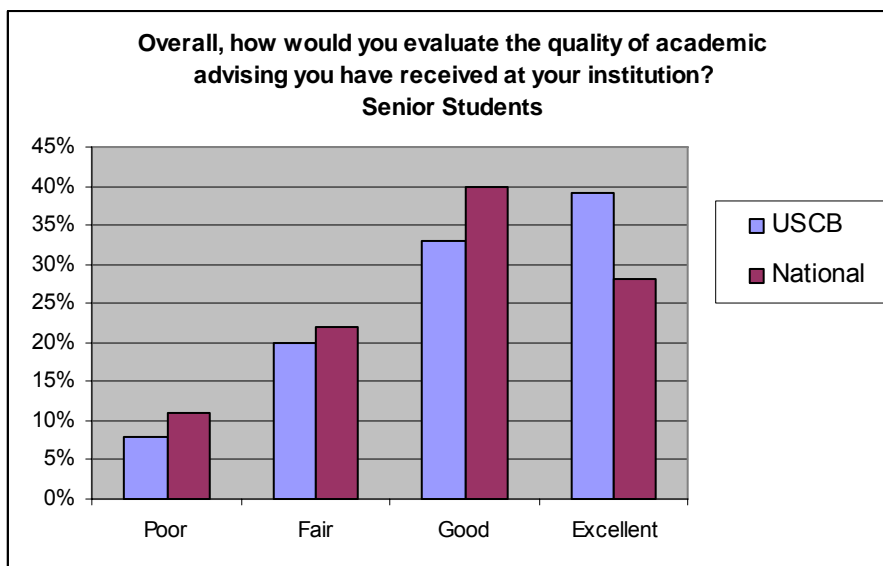
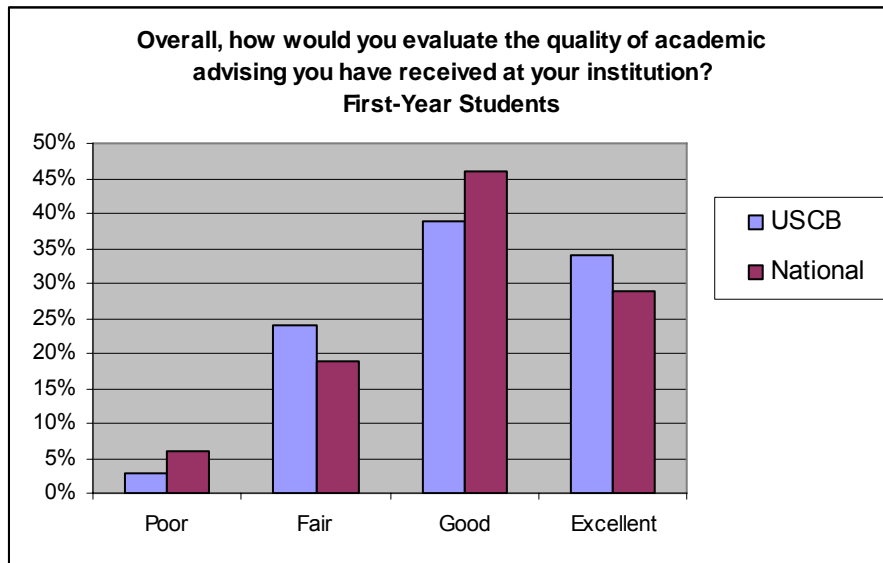
Other results from the 2007 Advisement Survey are:

	Strongly Agree & Agree	Neutral	Strongly Disagree & Disagree	Not Applicable
I know how to contact my academic advisor.	95.2%	1.0%	2.9%	1.0%
I understand the process of assigning advisors.	72.1%	18.3%	8.7%	1.0%
My academic advisor is responsive when I contact him/her.	94.2%	1.9%	2.9%	1.0%
My advisor listens closely to my concerns and questions.	94.2%	2.9%	1.9%	1.0%
My advisor provides me with accurate information about academic requirements in my degree program.	94.2%	3.8%	1.9%	0.0%
I understand the degree requirements for my program of study.	96.2%	1.9%	1.0%	1.0%
My advisor keeps me informed of important deadlines.	83.5%	10.7%	4.9%	1.0%
My advisor talks with me about my career interests and plans.	77.9%	11.5%	5.8%	4.8%
My advisor is available when needed.	91.3%	7.8%	1.0%	0.0%
My advisor assists me when I have academic difficulties.	72.8%	13.6%	1.9%	11.7%
My advisor informs me of support options such as tutoring.	71.2%	14.4%	4.8%	9.6%
My advisor is interested in my plans for the future.	82.7%	10.6%	4.8%	1.9%
My advisor offers me support to accomplish my career goals.	81.7%	10.6%	2.9%	4.8%
Overall, I am satisfied with the quality of advising I have received.	92.3%	5.8%	1.9%	0.0%

The results are expressed again in the following chart:



Results from the National Survey of Student Engagement (NSSE) administered to first-year and senior students in spring of 2007 showed USC Beaufort in line with national averages in regards to advisement services. On the question, “Overall, how would you evaluate the quality of academic advising you have received at your institution?” the first-year and senior averages were 3.03 (on a 4 point scale where 1=poor, 2=fair, 3=good, and 4=excellent.) The national average for first-year students was 2.98 and for seniors it was 2.84. The differences between the USCB and the national averages are not statically significant. The percent of students who answered this question by category are represented in the charts below:



The NSSE survey was given again in 2008 but those results will not be available until August 2008.

## MAJORS/CONCENTRATIONS

Assessment in the majors is accomplished in concert with the University's mission and strategic plan. The department chairs compile annual assessment reports in conjunction with the department faculty and submit the documents to the University's Institutional Effectiveness Council for review. Majors are reviewed by internal and external constituencies as the institution continues its commitment to excellence. As the first four-year cohorts are approaching completion of the degree programs, a schedule of academic program reviews is being established by the Courses and Curricula Committee. USC Beaufort submitted its SACS Compliance Certificate to an Off-Site Team for review in March 2008. The On-Site visit is scheduled for October 2008.

Multiple forms of assessment are used by USC Beaufort. To help inform the various groups and units, the university participates in national surveys (e.g., the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and the Cooperative Institutional Research Program (CIRP)). Some programs develop their own surveys, and also participate in university surveys (e.g., course evaluations, advisement survey, survey of rising juniors, graduating student survey, and alumni survey). Several majors such as Psychology, History, Business, and Biology use the Major Field Tests (MFT) from Educational Testing Service (ETS) as one way of evaluating the capabilities of students in their programs. Academic units are expected to share goals, objectives, and results at departmental meetings. The multiple assessment measures used by the programs are listed in the table below.

Assessment Method	Biology	Business	Early Childhood Ed.	English	History	Hosp. Mgmt Human Services	Liberal Studies	Nursing	Psychology	Spanish AA/AS & Gen Ed
Curriculum / Course-related Assessment Methods								X		
Capstone Course		X	X		X	X	X	X		
Capstone Project or Performance Evaluation			X		X	X	X	X		X
Case study		X				X				
Classroom Assessment	X	X	X	X	X	X	X	X		X
Content Analysis		X	X				X			
Course-embedded Question and/or Assignment		X	X	X		X				X
Evaluation of Portfolio		X	X			X				
Rating Scale		X	X			X				X
Scoring rubric		X	X	X		X				
Other performance-based assessment method(s)		X						X	X	
Curriculum and Syllabus Analysis	X	X	X	X		X	X	X	X	

Assessment Method	Biology	Business	Early Childhood Ed.	English	History	Hosp. Mgmt	Human Services	Liberal Studies	Nursing	Psychology	Spanish	AA/AS & Gen Ed
Observation (focused on specific program outcomes)			X						X			
Student Activity and Study Log/Paper			X			X	X				X	
Scoring of Essay		X	X	X	X	X	X					
Other method(s)									X			
Evaluation of Application Program of Study								X				
EXAMS												
Pre-test/Post-test			X								X	X
Major Field Test	X	X	X		X				X	X		
National Test			X	X		X	X		X			X
State Test			X			X						
SURVEYS												
Satisfaction Survey					X			X	X			
Senior Exit Survey	X			X	X				X	X		
Graduating Student Survey			X			X					X	
Employer			X						X			
Alumni			X						X			
Rising Junior Survey												X
MISC.												
Advisory Board		X	X	X		X	X		X			
Focus Group		X		X			X					X
Institutional Data			X					X				
Transcript Analysis		X						X				
Retention Rate									X			
Completion Rate			X						X			
Course grades	X	X	X	X	X	X	X	X	X	X	X	X

### Examples of Findings and Improvements Related to Educational Programs

The learning outcomes for each degree program are found in the USC Beaufort Bulletin and are documented in the institutional effectiveness reports for each degree program. From those assessment based reports, findings, recommendations, and examples of improvements in the majors are:

#### Biology

- Graduating seniors were found to be weak in the areas of Cell and Molecular Biology. The hiring of a new department chair with specialties in the areas of biochemistry and



neurobiology will allow the offering of a wider range of upper division courses. The planned hire of a tenure-track developmental biologist will augment the ability of the faculty to teach reductionist areas of biology.

## **Business**

- Accounting I & II: An optional Text: EXCEL QUICK, 3E by Cengage Learning will be recommended in the syllabus.
- BBAD 383, International Business, *Wal Mart in Germany Case Study*: Through review of analytical quality of the case studies, future case assignments will be adjusted to improve student analytical capabilities.
- Overall the results of the Spring 2007 Business MFT were encouraging for USC Beaufort when compared to the national mean. Results of classroom assessments indicated that there are areas in accounting, economics, human resource management, management and leadership, and marketing where USC Beaufort students did not achieve the expected results. These are areas in which the faculty will work towards improving student learning, either by a variety of assessments, or by enhanced classroom learning techniques. The faculty will meet to discuss the curriculum and develop an improvement plan for student learning.
- Regarding the MFT results, there are certain curricular areas that need improvement (accounting, quantitative analysis, marketing, information systems, and international business) and these will provide the new business department chair with guidance for future growth and improvement. The strength of the department continues to be in the faculty, as evidenced by the strong satisfaction ratings regarding advisement and the ability to attract more talented students to the business major (see administrative IE goals report). Future opportunities for growth will include enhancing curricular offerings and bolstering the faculty ranks. Another strength is the student involvement with the business club, and with a faculty liaison as mentor this club will continue to grow.

## **Education**

- In the Fall of 2006, the Education faculty revised the Conceptual Framework for the Education Department and developed a new assessment system for student outcomes. As a result of this revision, the Early Childhood Program's syllabi required adjustments in the critical tasks or rubric changes in 100% of education courses.
- The Education Department completed the NAEYC report for the Early Childhood Program in February 2007 and received notification in June that the program is now recognized nationally, with conditions. This national recognition was made possible through the assessment work, passed by NCATE in the Pre-conditions report.
- In September 2007, the Department received notification from NCATE that all Pre-conditions had passed. The accreditation visit will occur in April 2008. Work continues on the web portal to provide electronic portfolios from internships and electronic data as described in student outcomes in the IE-OA report.
- Finally, program changes made by the Education Department over the past year based on assessment have been deep and broad. The department has hired personnel, revised the conceptual framework, passed Pre-conditions, and implemented an assessment system that is driven by student outcomes.

## English

- A curriculum for a “writing track” within the major was approved at the English, Speech, and Theatre Department’s October 26, 2007 department meeting. It was approved by the Courses and Curricula Committee, January 25, 2008, and by the Faculty Senate, February 15, 2008. It will be implemented in fall 2008.
- The English, Speech, and Theatre Department conducted a search to hire a new full-time faculty to teach composition at both the upper- and lower-division level. The purpose of this position is to improve the full-time to adjunct ratio in lower division English courses and improve the quality of student writing for all USC Beaufort students. A candidate was not hired this year, and the department will reopen the search.
- The English faculty has adjusted its schedules in English to offer 300/400-level courses in writing in both spring and fall semesters, and now offers 300/400-level courses in 19th-century American literature and 19th- and 20th-century British literature at least once every three semesters (not counting summer).
- To improve student performance on the GRE in Literature, the department began disseminating a suggested reading list to all incoming majors and began requiring a glossary of literary terms in BENG 287, 288, & 289. The department also developed “coaching” relationships with students who intend to pursue literary studies at the graduate level.
- At its October 26, 2007 department meeting, the English, Speech, and Theatre Department approved the creation of a new sophomore-level requirement: Western Foundations of Literature in English - a single semester “great books” course with a curriculum specifically designed to introduce students to the non-English-language European texts (in translation) most important to literature in English: Homer, Virgil, Dante, Cervantes, Voltaire, Flaubert, etc. (This new requirement will replace the current two-semester non-required great books courses, BENG 390 & BENG 391.) This course was approved by the Courses and Curricula Committee, January 25, 2008, and by the Faculty Senate, February 15, 2008. It will be implemented in fall 2008.
- The Chair has arranged with the library staff to begin offering each semester a seminar on research techniques for literary study. The Chair has also urged all faculty to be more thorough in teaching research methods and MLA citation and format.

## History

- Faculty, including adjuncts, must continue to emphasize and require written work throughout the History program.
- A new faculty member was hired in August 2006, bringing several new non-western upper-division courses into the USC Beaufort course rotation.

## Hospitality Management

- The program is growing and the students are succeeding in the eyes of their employers as measured in their final internship evaluation.
- The addition of a state of the art computer business simulation to the capstone course is an exciting development and should help to increase the technological and management skills of the students in the program.
- The faculty will be exploring ways to internationalize the experience of the students through exchanges and study abroad programs.
- Departmental faculty will introduce basic profitability measures in lower level hospitality courses (110 and 260) in order to prepare the students for upper level courses beginning fall 2007.

- Pilot research projects were conducted by students. Students in BHRM 410 A in the Fall 2006 and 410 B in the Spring 2007 collected participant data for two Hilton Head Area Hospitality Association events (Food Festival, Fall 2006 and Wine Festival, Spring 2007). Students designed surveys and used PC tablets to collect participant data at these two events. Reports were generated and presented to Board members of the Hilton Head Area Hospitality Association. The Association was pleased with the results and has contracted with the Department to continue the research at these events. The department will use the success of this program to develop an undergraduate research course in Hospitality Management.

## **Human Services**

- During the 2006-2007 academic year, Human Services underwent a major curriculum revision to improve the program and align it with the national Council for Standards in Human Services Education's accreditation standards, refined the articulation agreement with technical colleges in South Carolina offering Associate degrees in Human Services, and responded to feedback from students' work. These significant curriculum changes took effect in the fall semester of 2007-2008.
- Two courses, BHSV 180: Personal and Professional Development in Human Services, and BHSV 400: Leadership and Professional Ethics in Human Services were added in 2007-2008.
- The Internship Site Supervisor Evaluation of the Student was revised. Two questions on this new evaluation instrument pertain to student competencies applying the asset approach. This new instrument, developed with assistance from the Human Services Advisory Board, will be implemented in the 2007-2008 academic year.
- The capstone course, or final internship, will require students to prepare a portfolio of specific assignments showing the application of the asset approach to human services.
- New technology developments and skills will be discussed with colleagues in Computer Science. One of the new classes that will be offered in the new curriculum is BHSV 400: Leadership and Professional Ethics in Human Services. This class will also discuss information technology and the ethical issues it raises in Human Services.

## **Liberal Studies**

- The Liberal Studies degree program is developing more direct measures of student learning. One example is to evaluate the Liberal Studies major's ability to communicate effectively in writing by writing thematically clear, well supported papers by tracking student performance in courses identified as intensive writing courses, perhaps using a standard similar to the Gordon Rule in Florida.
- The application form for Liberal Studies majors will be adjusted: students will be expected to develop a theme for their study and identify areas of research, rather than just specific courses, to support it.
- Students will be advised to use the library and library staff for basic training or help in conducting research, and to become familiar with databases related to their in databases related to their major and minor studies.
- The Liberal Studies advisory group composed of five faculty members from various departments proposed two additional required courses. These two new courses will serve as a common ground for all Liberal Studies majors and guide them through their degree. The first course will be a preparatory course during the sophomore year of the student, prior to the student taking their major courses. This course will provide students with an analytical framework for application in their senior seminar. The second course will be the required capstone course and is to be designed to give Liberal Studies seniors exposure to subject matter that requires more than one discipline in the form of a

research paper or a portfolio. These courses were approved in Spring 2008 for addition in the 2008-2009 Bulletin.

## Psychology

- As a result of assessment data, the psychology faculty is revising the curriculum to require all students graduating with a major in psychology be exposed to all core areas of scientific psychology.
- Members of the psychology faculty are establishing research opportunities for students with the Medical University of South Carolina in Neurosciences and at the Institute of Psychiatry.
- Because of the importance of the Sensory and Physiology area of knowledge, the psychology faculty will revise the curriculum for implementation in Fall 2009, such that all psychology majors will be required to take the basic course in Physiological Psychology (currently BPSY 460).
- Currently, students are not required to take developmental psychology, but may choose two of a group of four courses (abnormal, developmental, social and personality). Because of the importance of this area of knowledge, the psychology faculty will revise the curriculum for implementation in Fall 2009, such that all psychology majors will be required to take the basic course in Life Span (currently BPSY 420). Advanced courses in child, adolescence, early, middle and late adulthood will be retained for students desiring further emphasis in development.

## Spanish

- Based on the assessment, the Spanish faculty proposed to revise the major curriculum by splitting the four existing courses into eight courses.

### Proposed Course Revision

As stated in the 2007-2008 Bulletin	Proposed Amendment
<b>BSPA 400:</b> Spanish Civilization	<b>BSPA 400:</b> Spanish Civilization I (Middle Ages to 1700)
	<b>BSPA 402:</b> Spanish Civilization II (1700 to 21st Century)
<b>BSPA 401:</b> Spanish American Civilization	<b>BSPA 401:</b> Spanish American Civilization I (Pre-Columbian to Independence)
	<b>BSPA 403:</b> Spanish American Civilization II (Independence to 21st Century)
<b>BSPA 404:</b> Literary Tendencies and Masterpieces of Spain	<b>BSPA 404:</b> Literary Tendencies and Masterpieces of Spain I (Middle Ages to 1700)
	<b>BSPA 406:</b> Literary Tendencies and Masterpieces of Spain II (1700 to 21st Century)
<b>BSPA 405:</b> Literary Tendencies and Masterpieces of Spanish America	<b>BSPA 405:</b> Literary Tendencies and Masterpieces of Spanish America I (Pre-Columbian to Independence)
	<b>BSPA 407:</b> Literary Tendencies and Masterpieces of Spanish America II (Independence to 21st Century)

**Justification:** The BSPA 400 is Spanish Civilization from the Beginning to Today. The time frame covered in this course is so vast and there is a need to cut it in half and cover the material

in two semesters for a more in-depth educational experience. The same reason is used for the other three courses.

- Adding the new BSPA 499 capstone course as a required course for all Spanish majors. Student performance in this course can be used as a sort of "exit" assessment prior to graduation.
- Responding to the growing need in Spanish language instruction, language course assessments and to ascertain that the objectives of the program are being met, USC Beaufort will hire a tenure track Assistant Professor (Latin-American) in Spanish (position was established in academic year 2003-2004 and the university has conducted a search every year since then, but unable to hire due to high demand) and a full-time instructor who will manage the general education language courses and the placement exam issues, as well as regular foreign language assessment on campus. Both positions are scheduled for Fall 2008.
- Using the ACTFL Rating Guideline as an Evaluation Rubric

#### ***Prescribed ACTFL Levels and Ratings***

<b>Course Level</b>	<b>ACTFL Rating</b>
BSPA 109	Novice Low, Novice Mid
BSPA 110	Novice Mid, Novice High
BSPA 122	Novice High, Intermediate Low
BSPA 209	Intermediate Low, Intermediate High
BSPA 210	Intermediate Mid, Intermediate High
BSPA 300 -309	Advanced Low
BSPA 310 +	Advanced High
BSPA 400 +	Advanced High, Superior

- Initiate campus-wide change of text in BSPA 109, 110, 122 and 209
- Convert the paper Spanish placement exam to an electronic exam and possibly use this as a mid-program survey exam to all majors and again as a form of field exam prior to graduation.

### **General Education/Associate of Arts/Associate of Science**

- In spring 2007, USC Beaufort began discussions about expanding its Writing Center to both campuses and changing to a five-day-per-week schedule to accommodate drop-in sessions. The Director of General Education recommended that USC Beaufort consider hiring a Writing Center Director with a Ph.D. in composition and rhetoric, and that the director teach two freshman English classes per semester. (This is important for the Writing Center to be fully integrated into USC Beaufort's curriculum and for the director to fully understand our students.) In June 2007 USC Beaufort moved to fully integrate the Writing Center into the new Center for Instructional Technology and Academic Resources.
- The English department will create a common and detailed grading rubric for BENG 101 and 102 and share this with the entire faculty. This grading rubric will outline the characteristics of A, B, C, D, and F papers in such categories as ideas/thesis, organization/coherence, development/support, style, and mechanics. Such a rubric will help us to define, communicate, and teach the values we consider most important in student writing.
- English faculty will work more closely with the library in BENG 101 so that the existing required research assignment is more closely integrated with the existing required library tour and information literacy test. Students will learn more about information literacy if

their library experience has a direct bearing upon their research papers. It was recommended that the library revise and improve the required information literacy test.

- USC Beaufort adopted a more appropriate foreign language placement test due to vocabulary differences on the old test versus current textbooks.

### **Policies and Procedures in Place to Ensure USCB is Contributing to a Technologically Skilled Workforce**

In support of the University mission, Information Technology Services and Support (ITSS) at USCB provides access, training and support to all USCB students. Upon enrollment, every student is assigned a University e-mail account and a Network user ID for their personal use. These provide access to a wide range of computing resources.

The University provides an extensive technology infrastructure, which allows students to have access through on campus computers and via wireless networking. A variety of common work place applications such as Microsoft Office Suite, Adobe Production Studio suite, Web browsers and course specific applications are available for student use on campus computers.

Academic courses are specifically designed to incorporate training on software applications. In addition, training workshops are provided to enhance development of these skills. Students learn to navigate digital information through the use of the Library's online resources. The increase in the use of Blackboard, course management system, in classes has required students to become proficient in the use of digital applications.

In fall 2007, USCB established the Center for Instructional Technology and Academic Resources to assist the university in its mission by supporting the instructional technology and academic resource needs of the entire USCB community through instructional design, training, consulting, tutoring, testing, and other services. The Center connects students with the technologies they will need to succeed in a technology rich environment in both work and life.

### Programs Eligible for Accreditation

The following is a list of accrediting agencies and areas available to programs offered through USC Beaufort and an indication of the accreditation status of the USC Beaufort available for accreditation.

Accrediting Agencies and Areas	Accreditable Programs	Fully Accredited Programs	Details on Program (if program not fully accredited)			Date agency/ area added to CHE List
			Year Program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Association of Collegiate Business Schools and Programs	An institution may be accredited by the ACBSP or the AACSB					
Business (BUBD) – Baccalaureate degree programs in business and business-related fields	B.S. Business Management		2004			
National Council for Accreditation of Teacher Education						
Teacher Education (TED) – Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	B.A. Early Childhood Education		2004		2008	
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (NUR) - Baccalaureate and higher degree programs	B.S. Nursing (RN to BSN)		2007		2009	

The Early Childhood Education Program began the accreditation process by submitting a Program Report to the South Carolina Department of Education, who granted final approval of the USC Beaufort Early Childhood Education Program in 2005. In July of 2007, USCB received notification from NCATE and the National Association for the Education for Young Children (NAEYC) that the Early Childhood Education program is nationally recognized through Spring

2009. The program will be listed as nationally recognized on websites and/or other publications of NAEYC and NCATE. Our NCATE accreditation visit occurred in April 2008. We await final notification.

The USC Beaufort Nursing program received accreditation from the South Carolina Board of Nursing and is seeking national accreditation from the Commission on Collegiate Nursing Education (CCNE).

#### **SUCCESS OF STUDENT IN DEVELOPMENTAL COURSES**

This component is not applicable to our institutional type.

#### **STUDENT INVOLVEMENT IN SPONSORED RESEARCH**

The numbers here reflect upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

	<b>Number of Students Participating in Sponsored Research</b>
Upper Division, Undergraduate Students	0
Graduate Students	N/A

#### **RESULTS OF PROFESSIONAL EXAMINATIONS**

##### **APPLICABLE TO ALL SECTORS – REPORTED FOR APRIL 1, 2007- MARCH 31, 2008**

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2007 through March 31, 2008**. The following tables display the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.



The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Praxis exams are reported separately in the following table. **Please note that Praxis results are reported on all test-takers.** Other exams are reported on first-time test-takers.

Exam Scores (ALL attempts - Program Completers and Non-Program Completers)

<b>Name of Exam</b>	<b>Date(s)</b>	<b># of</b>	<b># of</b>	<b>%</b>
<b>Teaching and Research Sectors</b>	<b>Administered</b>	<b>Examinees</b>	<b>Examinees who Passed</b>	<b>Examinees Passing</b>
PRAXIS Series II: 0021 Education of Young Children	4/28/07	2	2	100.0%
	6/9/07	2	2	100.0%
	8/4/07	3	3	100.0%
	9/8/07	1	1	100.0%
	11/17/07	9	7	77.8%
	1/12/08	3	3	100.0%
	3/15/08	6	4	66.7%
<b>total</b>		<b>26</b>	<b>22</b>	<b>85%</b>
PRAXIS Series II: 0522 Principles of Learning & Teaching (K-6)	4/28/07	No test takers		
	6/9/07	2	2	100.0%
	8/4/07	7	4	57.1%
	9/8/07	No test takers		
	11/17/07	7	5	71.4%
	1/12/08	1	0	0.0%
	3/15/08	2	1	50.0%
<b>total</b>		<b>19</b>	<b>12</b>	<b>63%</b>
<b>Grand Total</b>		<b>45</b>	<b>34</b>	<b>76%</b>